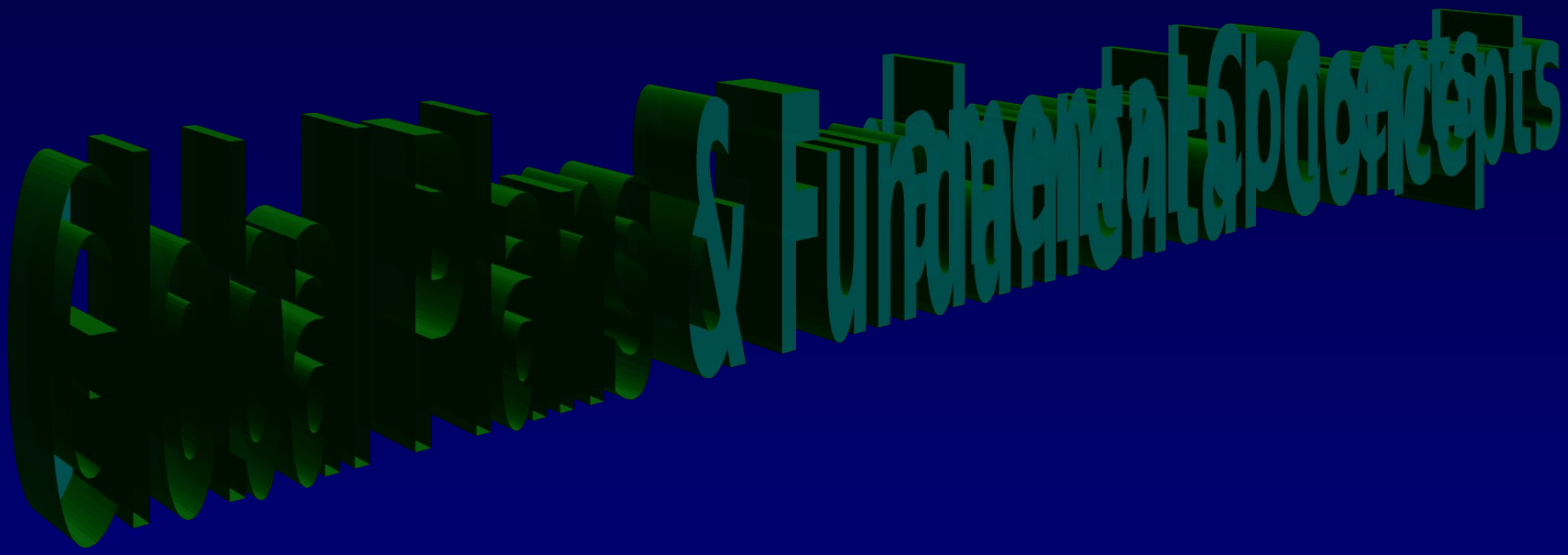


Based on a document prepared by an ad hoc committee for a workshop presented as part of the Serving the Divine Plan Program at the Baha'i World Center

A Vision of Growth

Will of God Today
Moving Humanity Toward Baha'u'llah

Understanding Will of God

- To understand Will of God nowadays is to understand Universal House of Justice
- To understand Will of God also requires to understand the history of the Faith
- To understand history of the Faith, one must study the writings of the Guardian

Three Ages of Baha'i Dispensation

- Primitive/Heroic/Apostolic Age 1844-1921
- Iron/Formative/Transitional Age 1921-????
- Golden Age ????-2863?

Heroic Age

- The strategy of the development of the Faith is Martyrdom
- The Faith was watered virtually by blood of sacrifices

Heroic Age

It has three epochs, centered around three Central Figures of the Faith

- The Ba'b 1844-1953
- Baha'u'llah 1853-1892
- Abdu'l-Baha 1892-1921

Heroic Age

- Note:

  In 1932, the ascension of Greatest Holy Leaf

  "with the passing of His well-beloved and illustrious sister the Most Exalted Leaf—the last survivor of a glorious and heroic age - there draws to a close the first and most moving chapter of Baha'i history, marking the conclusion of the Primitive, the Apostolic Age of the Faith of Baha'u'llah."

  - Shoghi Effendi -

Formative Age

- “A stage that… to herald the Golden Age of the Revelation of Baha’u’llah”
- “This is an Age identified with the rise and establishment of the Administrative Order”
- “The Charter which called into being, outlined the features and set in motion the processes of …is none other than the Will and Testament of Abdu’l-Baha”

1st Epoch of Formative Age 1921-1944

1921-1944 (1921-1946)

- Scattering of LSA in north America, Europe, India & Persia. Virtually no institutions
- No instrument upon which Guardian can execute the Tablets of Divine Plan
- For 16 years Guardian guide handful of NSAs.
- 1923 UK, Germany, Austria, India, Burama, Egypt
- 1925 USA & Canada
- 1931 Iraq
- 1934 Persia, Australia, New Zealand

1st Epoch of Formative Age 1921-1944

- First Seven Year Plan 1937-1944 only for America
- “It served as a working model of the systematic process by which the Guardian was guiding the Baha’i world toward the realization of the Master’s vision”

(End of the 1st epoch was placed between 1944 - Citadel of Faith p5- ,and 1946 -Message to the Baha’i World p89-)

Tablets of Divine Plan

"Tablet of Divine Plan. the mightiest Plan ever generated for the world's spiritual revival and ultimate redemption."

2nd Epoch of Formative Age 1944-1963

- Second Seven Year Plan 1946-1953
- America and Canada was assigned to consolidate victories won, to support spread of Faith in Europe and Africa
- British, Australia, New Zealand, India, Persia were given mostly home front goals

2nd Epoch of Formative Age 1944-1963

- Ten Year Crusade 1953-1963, the grand unfoldment and realization of Master's Divine Plan
- The first time the Baha'i world was given share to fulfill the Master's Plan
- Simultaneously initiation of 12 national plans, development of Holy Land, consolidation of 12 home front & opened areas, and open virgin territories.

2nd Epoch of Formative Age 1944-1963

- Global strategy adopted was pioneering/traveling teachers & establishing local administration
- The martyrdom was replaced with "living martyrs"
- Shoghi Effendi divided the world into cluster and created units (grouping islands), honored title of "the Knight of Baha'u'llah"
- 2500 localities (1953) → 4500 localities (1957), # almost equal to 100 years of the history of the Faith
- 11,000 localities and 47 NSA's by 1963

3rd Epoch of Formative Age 1963-1986

- Universal House of Justice derives global Plans were further successive steps to materialize the vision of the Master illustrated in His Divine Plan
- Nine Year Plan 1964-1973
- Five Year Plan 1974-1979
- Seven Year Plan 1979--1986

4th Epoch of Formative Age 1986-2001

- New capacity built in many years of executing Plans ushered by the House, NSA now formulates Plan together with Counsellors
- Six Year Plan 1986-1992
- Three Year Plan 1993-1996
- Four Year Plan 1996-2000
- 12 Month Plan 2000-2001
- Along with those Plans, the House stated the readiness of entry by troops. 1.5 million were enrolled by the end of Six Year Plan

4th Epoch of Formative Age 1986-2001

- Baha'i world virtually repeated a pattern of action by following independent and unrelated activities one after the other.
- Jumping from one emphasis to another
- Unable to sustain the growth
- Only handful of active supporters survived
- Honored diversity of initiative, lack of discipline
- Community became inward-looking

NOT
AGAIN

Four Year Plan 1996-2000

One Single Aim:
Significant Advance in the Process of Entry by Troops
Systematization of Expansion & Consolidation through Human Resource Development

Four Year Plan 1996-2000

- Entry by Troops needs a new instrument
- New instrument was identified as training institute
- It demands a change of Baha'i culture
- Three protagonists in learning mode

Four Year Plan
Unique Features

- A mandate to Counsellors - Building a culture of growth
- Members of the Institution of the Counsellors directly work with the institute
- Systematic growth must need set priority lapsed Local Spiritual Assemblies allowed
- Demand of adopting a New Mindset
- Focus & Focus

Four Year Plan 1996-2000

Training Institute

- An indispensable engine of the process of entry by troops
- The single greatest legacy of the 4 Year Plan in the field of expansion and consolidation
- Powerful instrument for developing the human resources needed to sustain large-scale expansion and consolidation
- Central feature of the Five Year Plan

12 Month Plan 2000-2001

The two stages in the unfoldment of the Divine Plan lying immediately ahead will last one year and five years respectively. At Ridvan 2000 the Baha'i world will be asked to embark on the first of these two stages.

- House of Justice, 1999 Nov 26

12 Month Plan 2000-2001

It is essential that, during the one-year effort, national and regional institutes everywhere bring into full operation the programmes and systems that they have now devised.

- House of Justice, 1999 Nov 26 -

5th Epoch of Formative Age 16 January 2001 -

"With a spirit of exultation we are moved to announce to you: the Faith of Baha'u'llah now enters the fifth epoch of its Formative Age"

- Universal House of Justice -

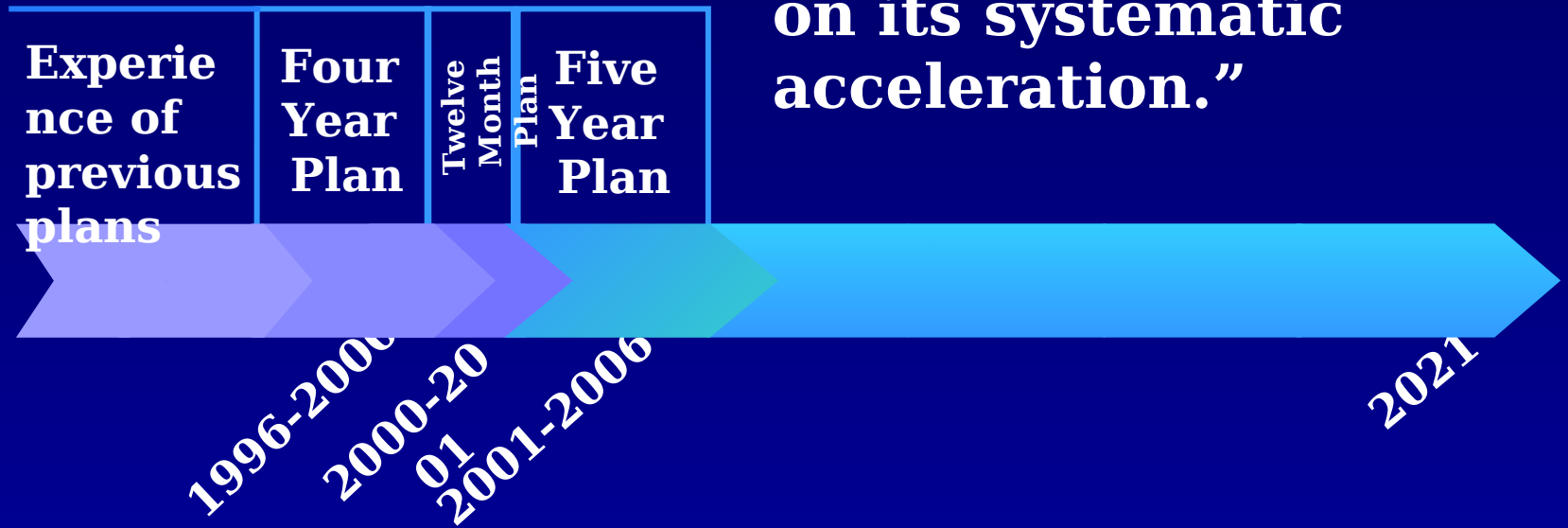
1st Five Year Plan 2001-2006

The Five Year Plan that follows will initiate a series of worldwide enterprises that will carry the Baha'i community through the final twenty years in the first century of the Faith's Formative Age. These global Plans will continue to focus on advancing the process of entry by troops and on its systematic acceleration.

- House of Justice, 1999 Nov 26 -

Five Year Plan and Beyond

“These global Plans will continue to focus on advancing the process of entry by troops and on its systematic acceleration.”



1st Five Year Plan 2001-2006 Unique Features

- Initiated the Second Movement
- Clustering the country & categorize clusters
- Planning based on stage of growth & HR available, not needs & wants, focus on a few
- Acceleration of Expansion and Consolidation - Launch Intensive Program of Growth
- Reflection meeting at cluster level forms basis of grassroots planning based on learned experiences
- Decentralization: Cluster/Sector/Neighborhood

1st Five Year Plan 2001-2006
Spirit of Triumph

Ridvan 2006 is a moment charged with a spirit of triumph and anticipation. The followers of Baha'u'llah everywhere can take rightful pride in the magnitude of their accomplishments during the Five Year Plan now drawing to a close.

- Ridvan 2006 -

2nd Five Year Plan
2006-2011

The way forward is clear, and at Ridvan 2006 we will call upon the believers to steel their resolve and to proceed with the full force of their energies on the course that has been so decidedly set.

- House of Justice, 2005 Dec 27 -

2nd Five Year Plan 2006-2011

The Five Year Plan now opening requires that you concentrate your energies on this process and ensure that the two complementary movements at its heart are accelerated. This should be your dominant concern.

- Ridvan 2006 -

2nd Five Year Plan 2006-2011
Unique Features

“. . . at Ridván 2006 we will call upon Bahá’ís worldwide to establish, during the next Plan, intensive programmes of growth in no less than 1,500 clusters.”

- House of Justice, 2005 Dec 27

Hallmark of the Plan

"... learning is the hallmark of this phase of the development of the community. You and your auxiliaries are urged to exert every effort in the coming years to ensure that, in cluster after cluster,

learning is woven into the fabric of decision-making."

The Universal House of Justice, 27 December 2005
message to the
Conference of the Continental Boards of Counsellors

Fundamental Concepts

- Advancing the Process of Entry by Troops
- Two Essential Movements

Fundamental Concepts

- Learning in Action
- Learning to Be Systematic
- Learning to Maintain Focus
- Learning to Develop Human Resources for Expansion and Consolidation
- Learning to Open Aspects of Baha'i Community Life to Others
- Learning to Reach Receptive Population
- Learning to Exercise Disciplined Initiative and to Participate in Collective Action
- Learning to Administer Growth
- Learning to Plan and to Mobilize

Fundamental Concepts

Advancing the process of Entry by Troops

"This flow, moreover, will presage and hasten the advent of the day which, as prophesied by 'Abdu'l-Baha, will witness the entry by troops of peoples of divers nations and races into the Baha'i world—a day which, viewed in its proper perspective, will be the prelude to that long-awaited hour when a mass conversion on the part of

Fundamental Concepts

Advancing the process of Entry by Troops

"The phrase 'advance in the process of entry by troops' accommodates the concept that current circumstances demand and existing opportunities allow for a sustained growth of the Baha'i world community on a large scale; that this upsurge is necessary in the face of world conditions..."

Fundamental Concepts

Advancing the process of Entry by Troops

"Moreover, to advance the process implies that that process is already in progress and that local and national communities are at different stages of it"

- Ridvan 1996 -

Fundamental Concepts

Advancing the process of Entry by Troops

Thousands upon thousands of believers will need to be aided to express the vitality of their faith through constancy in teaching the Cause and by supporting the plans of their institutions and the endeavours of their communities.

-House of Justice, 1995 Dec 26 -

Fundamental Concepts
Two Essential Movements

"The Five Year Plan now opening requires that you concentrate your energies on this process and ensure that the two complementary movements at its heart are accelerated. This should be your dominant concern."

- Ridvan 163 -

Fundamental Concepts
Two Essential Movements

- “The first is the steady flow of believers through the sequence of courses offered by training institutes, for the purpose of developing the human resources of the Cause.”

- “The second, which receives its impetus from the first, is the movement of geographic clusters from one stage of growth to the next.”

- House of Justice December 2001 -

Fundamental Concepts
Two Essential Movements

1st Movement

"What the friends throughout the world are now being asked to do is to commit themselves, their material resources, their abilities and their time to the development of a network of training institutes on a scale never before attempted."

- Ridvan 1996 -

Fundamental Concepts
Two Essential Movements

1st Movement

"...the mandate of your training institute is fairly clear-cut: A sequence of courses has been adopted...for the development of human resources. It is the job of the institute, to help a steadily increasing number of youth and adults advance through that sequence..."

- House of Justice March 2003 -

Fundamental Concepts
Two Essential Movements

1st Movement

"Endow growing contingents of believers with the knowledge, spiritual qualities, and skills and abilities to effectively carry out the many tasks of expansion and consolidation."

- House of Justice July 2002 -

Fundamental Concepts
Two Essential Movements

1st Movement

- An official educational system
- Formal curriculum in sequence of courses
- Establishment of delivery system
  - Decentralized system with centralized course
  - Distance education – Study circle
  - Institute campaigns
  - Ensure certain % go through entire sequence & increasing # become effective tutors
  - From tenderest age to adulthood

Fundamental Concepts
Two Essential Movements

2nd Movement

- Introduced in 1st Five Year Plan 2001
- Divide countries into small geographic areas
- "To think about the growth on a manageable scale"
- "To design & implement plans close to grassroots"
- "HR to be deployed at the level of the cluster to meet the need of expansion & consolidation"
- "The multiplication & deployment of HR is carried out in the context of a plan to move from one stage of growth to the next"

Fundamental Concepts
Two Essential Movements

2nd Movement

- "To assign a cluster to … category is not to make a statement about status."
- "… a way of evaluating its capacity for growth"
- "… in order that an approach compatible with its evolving development can be adopted"
- "rigid criteria are obviously counterproductive"
- "well-defined scheme to carry out evaluation is essential"

Strength raised by training institute

Ability of the institutions to mobilize those resources

Fundamental Concepts
Two Essential Movements

2nd Movement

- "Movement…is being defined in terms of the multiplication of core activities and the expansion they engender."
- "Campaigns that help a sizeable group of believers… lend impetus to this multiplication of activity."
- Prioritization - "in a few… in a position to take on the challenges of systematic and accelerated expansion & consolidation"

Aim: To Launch
Intensive Program of Growth

Fundamental Concepts
Two Essential Movements

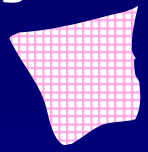
Twin Movements

A Vision of Growth

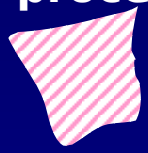
Categorizing Clusters

Not yet open to the Faith

A few isolated localities and groups, some communities with basic activities



Established communities gaining strength through a vigorous institute process



Conditions are propitious for intensive programs of growth

"To assign a cluster to one or another category…is a way of evaluating its capacity for growth, in order that an approach compatible with its evolving development can be adopted."

A Vision of Growth

Establishing Priorities

"…it became apparent that it was advantageous to select a few promising clusters where the conditions for accelerated growth were the most favorable and then work toward establishing an intensive program of growth."

- Help institute develop to more advanced stage
- Multiply and integrate basic activities that are open to all
- Launch intensive programs of growth

A Vision of Growth

Proceeding Through a Sequence of Courses

Walking Together on a Path of Service

Study circles multiply

Teaching the Faith

Individual and collective teaching efforts increase

The Twin Manifestations

Sharing stories of the history of the Faith increases

Teaching Children's Classes

Children's classes multiply

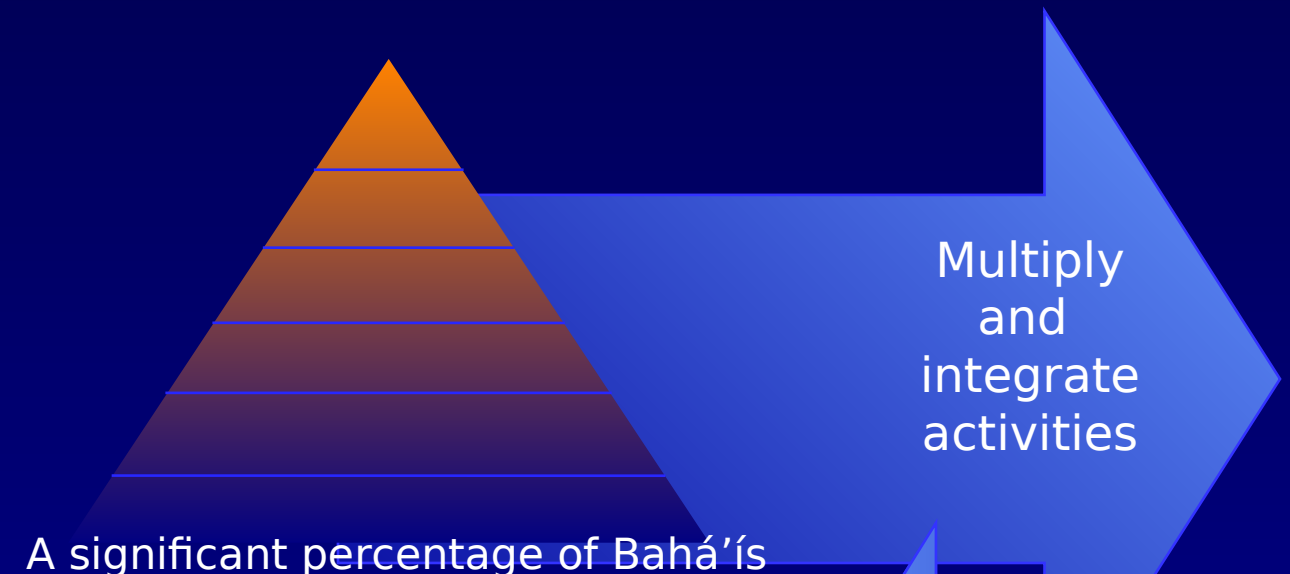
Arising to Serve

Deepening activities and home visits increase

Reflections on the Life of the Spirit

Devotional meetings increase

A Vision of Growth



A significant percentage of Bahá'ís proceed through sequence of courses.

Multiply and integrate activities

Growth occurs

Intensify teaching efforts

Fundamental Concepts Learning in Action

- "To study the guidance issued by the House of Justice"
- "To learn from experience as they strive to put that guidance into practice"
- "The general messages it issues from time to time as well as it letters that shed light on certain specific aspects of these new developments, will

Fundamental Concepts
Learning in Action

The Implementation
of
the Global Plan

of the Faith
is impelled
by

LEARNING

Fundamental Concepts
Learning in Action

- "Every global Plan represents a stage in the unfoldment of the Divine Plan"
- The success of each stage... depends on the capacity of the Baha'i community to respond to the provisions set forth in the global Plan that defines that stage

Fundamental Concepts
Learning in Action

- “If Learning is to be the primary mode of operation in a community, then vision, strategies, goals and methods have to be re-examined time and again.”

- “The mode of operation is characterized by action, reflection, and consultation.”

Fundamental Concepts
Learning in Action

Reflection meeting

"free from the demands of formal decision-making, participants reflect on experience gained, share insights, explore approaches and acquire a better understanding of how each can contribute to achieving the aim of the plan."

"Such interaction leads to consensus on a set of short-term goals, both individual and collective."

Fundamental Concepts
Learning in Action

"Through the network of Counsellors, Auxiliary Board members and assistants…the Teaching Centre can observe… analyzing… and introducing the conclusions it draws in to the processes of the systematic growth of the Faith"

"Lessons learned in the remotest spots…
can be shared with the entire body of the believers…"

Fundamental Concepts
Learning in Action

Counsellors' Work

"Yours is an institution which, in one respect, has a particularly intimate relationship with the Universal House of Justice; in another, it is able to exercise an influence that penetrates the very grassroots of the community."

Fundamental Concepts
Learning in Action

Change of Baha'i Culture

"...the changes in their habits of thoughts, modes of expression and patterns of behavior have become so widespread and so pervasive that there has been a marked shift in culture."

Fundamental Concepts
Learning to be Systematic

- “Systematization ensures consistency of lines of action based on well-conceived plans… it implies an orderliness of approach.”
- “Systematization is a necessary mode of functioning animated by he urgency to act.”

The development of human resources can be thought of as the first act of systematization on the part of Baha’i communities

Fundamental Concepts
Learning to be Systematic

- The House called upon NSA to establish teaching institute in Nine Year Plan
- Become occasional courses of instruction & informal activities of community life
- Not sufficient as a means of HR development
- Only created a relatively small band of active supports
- Cannot attend to the needs of hundreds, much less thousands, of fledgling local communities

Fundamental Concepts
Learning to be Systematic

Century of Light

- Individual initiative alone cannot respond
- Collective efforts brought in large number
- Inexperienced to train and sustain the growth
- Struggled to keep balance of expansion & consolidation
- Discouragement set in, enrollment slowed down
- Turned back to more familiar activities & more accessible publics
- High expectation not realistic
- Did not build a Baha'i community to meet the needs of its new members and self-generating
- Pioneers & new believers faced questions for which Baha'i experience in Western land or even Iran offered few answers

Fundamental Concepts
Learning to be Systematic

Century of Light

All kinds of tactics have been tried…

- Type of teaching activities
- Combination of expansion & consolidation
- Administrative option
- Cultural adaptation

What we learned the, by nature, the process was…

- Local and regional focus
- Qualitative rather than quantitative
- Incremental rather than large-scale

Fundamental Concepts
Learning to be Systematic

Century of Light

"The significance of these three decades of struggle, learning and sacrifice became apparent when the moment arrived to devise a global Plan that would capitalize on the insights gained and the resources that had been developed."

Fundamental Concepts
Learning to be Systematic

1996

"Four Year Plan focused on establishing a network of training institute as a means of systematizing the work in the area of expansion and consolidation. Laying this foundation was the first systematization."

2001

"…this systematization take place in the context of a 'cluster'…enable… to think about the growth on a manageable scale and to design and implement plans close to the grassroots…"

Fundamental Concepts
Learning to be Systematic

"...that an essential requirement of systematic action is to arrive at a unified vision of growth for their communities and regions."

"These 'institutional meetings' help to steer the friends away from thinking merely in terms of the mechanics of projects and to infuse their plans and subsequent action with the spirit of the Faith."

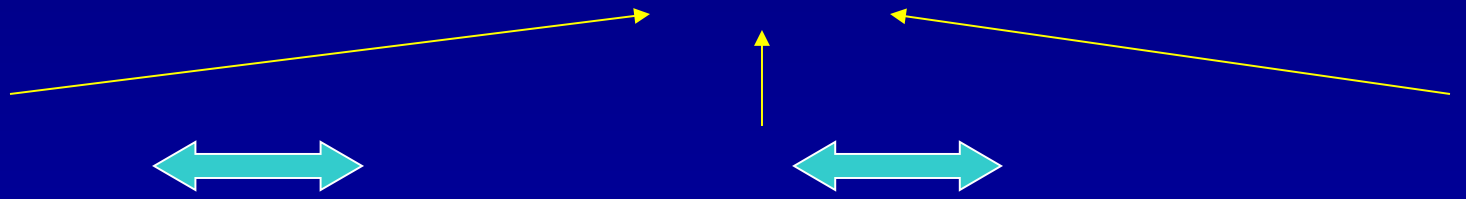
"Progress cannot be achieved by mere series of spasmodic, uncoordinated exertions..."

Fundamental Concepts
Learning to be Systematic

Learned the value of continuity of action

Individual initiative -> wider circle of people -> Seq. of institute courses -> translating learning to action -> act of service -> knowledge/insights -> sharpening skills -> increasing # of tutor -> arise and serve -> broadening HR pyramid base -> advanced cluster -> intensification -> launch IPG -> 4 successive cycle of activities -> integrating individual initiative & collective action

ABM ATC/AGC Institute Coordinator



Fundamental Concepts Learning to Maintain Focus

- “The friends in charge of the process need to have clarity of vision and should be allowed to carry out their mission without distraction.”
- “It would also be acceptable for the rate of expansion… to drop dramatically for a period as a balanced process of expansion and consolidation is allowed to gather momentum.”
- “A constant barrage of new activities and projects in… no matter how well-intentioned, will only distract attention away from this all-important task.”
- “An endless stream of invitations to individuals from other countries to participate in projects that are not well rooted in the community itself is counterproductive.”

Fundamental Concepts Learning to Maintain Focus

- "…you should be wary of introducing any extraneous regional projects, losing thereby focus on the execution of national plans."
- "…there is little need for lengthy and frequent consultations to set direction and devise and rethink fundamental plans."
- "… it does mean that the growth of such ventures should be restricted to such a degree as not to require an appreciable expenditure of the funds of the Faith."

Fundamental Concepts Learning to Maintain Focus

- “You seek guidance on the advisability of your distributing a deepening program to… a national program that could distract the friends from the institute process and ultimately undermine the hard-earned progress that your community has achieved in recent years in that process.’
- “…the training institute could not be used to address every need if it was to fulfill its purpose”
- “…training institute could not accommodate every individual initiative.”

Fundamental Concepts Learning to Maintain Focus

- "...to suspend the implementation of this program, so that the limited human resources in your stronger clusters could pay adequate attention to the requirements of systematic expansion and consolidation... is well in keeping with the oft-repeated guidance of the House of Justice."
- "..the rest, if relevant activities, such as... are designed within the context of the Plan."
- "It feels, however, that the purchase of a building would not be appropriate...the dispersed pattern of activity in the IPG now unfolding in... will undoubtedly influence perceptions of the type of facilities required."

Fundamental Concepts Learning to Maintain Focus

- "…the teaching project adopted by… appear to revert to a teaching mode that was used in the past and which proved not to be a sustainable approach to expansion and consolidation… urges you to immediately consult with the Counsellors… to recast the project to bring it more closely into conformity with the priorities of the Five Year Plan."
- "It does ask, however, that everyone, even those not involved, support the institute process and not impede its steady progress."

Fundamental Concepts
Learning to Maintain Focus

"Within this framework the friends are encouraged to carry out activities 'aimed at advancing the process of entry by troops'. Each individual believer must decide... What is important is that his or her endeavors not go so far 'beyond that the House of Justice had in mind when writing of encouraging individual initiative' that they shatter focus and disrupt the work of the Plan."

Fundamental Concepts
Learning to Develop HR for Expansion & Consolidation

To learn what it means
to work in a learning mode

In Two Areas

- The nature of programs for the development of human resources
- The system of their delivery

Fundamental Concepts
Learning to Develop HR for Expansion & Consolidation

Structure

- “Drawing on the wealth of experience now accumulated in this area of endeavor, institute will have to provide…”
- “Study circles, reinforced by extension courses and special campaigns, have shown their ability to lend structure to the process..”
- “The value of a sequence of courses, each one following the other in a logical pattern, and each one building on the achievements of the previous ones, has become abundantly clear.”

Fundamental Concepts
Learning to Develop HR for Expansion & Consolidation

- "…the development of human resources in a country may be likened to the building of an ever-expanding pyramid, whose base must be constantly broadened."
- "The main sequence… much like trunk of a tree"
- "Supports courses branching out… each dedicated to some specific area of training"
- Adopting a sequence of courses… setting numerical goals become meaningful
- "…becomes a center of learning intensely engaged in the spiritual education of the friends from the tenderest age through adulthood.

Fundamental Concepts

Learning to Develop HR for Expansion & Consolidation

Adaptation of Ruhi Course

The (Ruhi) materials “have increasingly shown the benefit effect of this training on the expansion of the teaching work, the rise in the level of human resources, and the breaking down of the earlier barriers between Baha’is and others in worshipping together and in areas of service, including the education of children.”

Fundamental Concepts
Learning to Develop HR for Expansion & Consolidation

Autonomy Invested

- “Crucial to the future success of the institute will be the freedom of movement and action that it enjoys.”
- “The institute is, of course, an agent functioning under your aegis… However, at this point in the growth of the Faith, the mandate of the institute is fairly clear-cut.”
- Specifically, the national coordinator should be invested with enough authority to ensure that the basic purpose of the institute to raise up active supporter of the Faith is fulfilled.”

Fundamental Concepts
Learning to Develop HR for Expansion & Consolidation

- “To halt the established rhythm to enable the NSA to carry out an evaluation of the institute’s performance and give it instruction does not seem justified.”
- “But this should not prevent the institute from proceeding with its programs, nor cause it to suffer from the lack of financial resources.”
- “Further, when adjustments are felt necessary, they should be done in a way that does not slacken the gathering momentum of the processes of growth in your community.”

Fundamental Concepts

Learning to Develop HR for Expansion & Consolidation

"You should remember that, in the final analysis, much of the success of your efforts to meet the requirements of the Five Year Plan will depend on the continued steady progress of your national agency for the development of human resources."

Fundamental Concepts

Learning to Open Aspects of Baha'i Community Life to Others

To develop community is to develop cluster

- "Among the initial goals for every community should be the establishment of study circles, children's classes, and devotional meetings, open to all the inhabitants of the locality."
- "The coherence thus achieved through the establishment of study circles, devotional meetings and children's classes provides the initial impulse for growth in a cluster, an impulse that gathers strength as these core activities multiply in number."

Fundamental Concepts

Learning to Open Aspects of Baha'i Community Life to Others

Outward-reach Orientation

- "These core activities… are naturally becoming portals of entry by troops."
- "It is evident, then, that a systematic approach to training has created a way for Baha'is to reach out to the surrounding society, share Baha'u'llah's message with friends, family, neighbors and coworkers, and expose them to the richness of His teachings."
- "Assembly grow in awareness of its role as a channel of God's grace not only for the Baha'is but for the entire village, town or city in which it serves."

Fundamental Concepts

Learning to Open Aspects of Baha'i Community Life to Others

Us & Them

- "…core activities of the Plan are proving to be an excellent means for the friends… to widen their circle of influence…with growing # of people from different segments of society."
- "…the distinction between those who are formally enrolled in the Faith and those who are drawing close to it does not define the level of their involvement in those core activities."

Fundamental Concepts

Learning to Open Aspects of Baha'i Community Life to Others

Us & Them

- "Such participation has often been instrumental in the eventual confirmation of their faith and in their formal declaration."
- "Care should be taken, therefore, that we do not allow our own expectations to set limits on people which, in reality, may not exist.

Fundamental Concepts

Learning to Open Aspects of Baha'i Community Life to Others

Baha'is & Non Baha'is

- "…all three activities reflect the Baha'i view that the traditional division between "believers" and "unbelievers" is a misunderstanding of the Divine purpose and an impediment to human progress. Whether or not a seeker is led to become a Baha'i is a matter of individual conscience and a decision to be respected by others."
- "…its orientation towards those who have not yet declared their faith in Baha'u'llah will require continued adjustment."

Fundamental Concepts
Learning to Reach Receptive Population

Strategic Approach

- "…in some of the more developed clusters, carefully designed projects are being added…to reach receptive populations and lift the rate of expansion to a higher level."
- "In general, focusing on receptive populations is one of the strategies of the Five Year Plan for accelerating growth."
- "Given the receptivity displayed in the past by some of the minority groups… to choose at least one cluster with a large representation of such a population."

Fundamental Concepts
Learning to Reach Receptive Population

Shifting from Gradualist

- "… to take up the challenge of intensive growth, nothing is more promising than to encounter a significant opening among a minority population…"
- "Seizing such opportunities requires a major shift from the gradualist approach that meets the needs of clusters at earliest stage of progress."

Fundamental Concepts
Learning to Reach Receptive Population

The Key - Training & Teaching

- "…the success of efforts to bring receptive populations into the Faith depends,… on the ability of teachers who can present the message in a suitable manner."
- "… the institute is to increase the capacity of individuals to teach the Cause effectively."
- "This combined process of action, learning and teaching will endow communities with an ever-increasing number of capable eager teachers of the Cause."

Fundamental Concepts
Learning to Reach Receptive Population

Branch Courses

- "As endeavors to reach different population and social groups intensify through programs of growth… significant effort will be dedicated to developing branch courses in this way."
- "The elaboration of such course will necessarily proceed in a gradual fashion since effective course content will depend on the amount of learning and experience acquired in the field of action."

"Teaching and Training become two parallel process that fuel each other"

Fundamental Concepts

Learning to Exercise Disciplined Initiative & to Participate in Collective Action

Individual Initiative & Collective Action

- "The power to act resides primarily in the entire body of the believers."
- "This power is unlocked at the level of individual initiative and at the level of collective volition."

"If the Cause is to realize Baha'u'llah's purpose of humankind,... the release of power in both these expressions" must be given attention

Fundamental Concepts

Learning to Exercise Disciplined Initiative & to Participate in Collective Action

Duty & Privilege

- "Inescapable responsibility"
- "Cannot be transferred…"
- "Cannot be assumed by any institution of the Cause"

"The individual alone can exercise…"

"Everyone is a potential teacher"

Fundamental Concepts

Learning to Exercise Disciplined Initiative & to Participate in Collective Action

How to Prepare Individuals

"The establishment of training institutes is critical to such effort, since they are centres through which large numbers of individuals can acquire and improve their ability to teach and administer the Faith."

"Faith is a state of conscience imbued with a compulsion to express itself in word and deed.

Teaching Combines These Two Aspects"

Fundamental Concepts

Learning to Exercise Disciplined Initiative & to Participate in Collective Action

The Role of Auxiliary Board members

"The Auxiliary Board members are to use this powerful instrument to change passive acceptance of the Faith into a passion for teaching. As they generate enthusiasm, they need to help guide it into channels of systematic endeavour. It is in this context of systematic action that fostering sound individual initiative and promoting united collective action become two complementary aims ever engaging the Auxiliary Board member."

Fundamental Concepts

Learning to Exercise Disciplined Initiative & to Participate in Collective Action

The culture now emerging is…

- "Explore together the truths in His Teachings
- "Freely open their study circles, devotional gathering and children's classes to their

Friends & Neighbors

- "Invest their efforts confidently in plans of action designed at the level of cluster, that makes

Growth a Manageable Goal

Fundamental Concepts

Learning to Exercise Disciplined Initiative & to Participate in Collective Action

Individual Initiative not Unrestricted Individualism

"Alas, the sound development of... has been repeatedly hampered the upsurge of disunity, arising largely from the strong-mindedness of individual believers who had conflicting opinions of what was best for the community at any one time. Thus... has become, too easily, a source of division and thus of hindrance to the advancement of the Cause."

Fundamental Concepts

Learning to Exercise Disciplined Initiative & to Participate in Collective Action

Individual Initiative is not with a Sense of Superiority

"In our Faith, as you know, individuals are allowed a reasonable latitude for initiative in this area [teaching] and are free to offer the Message to others... However, difficulties arise when individual views of a method or approach are seen to be the key for others to use in their endeavors – a perception which all too frequently lead to a debates that are endless, usually inducing inaction."

Fundamental Concepts

Learning to Exercise Disciplined Initiative & to Participate in Collective Action

Individual Initiative with A Vision

"This individual initiative does not find satisfaction in pursuing whatever the heart desires. Nor is it characterized by random motion according to some romantic notion about creativity."

It is an individual initiative that is sparked by a vision of possibilities and moves in the direction of oneness

Fundamental Concepts

Learning to Exercise Disciplined Initiative & to Participate in Collective Action

Efforts to engage in collective action, however, have yet to reach their full potential

- "…as intensive programs of growth have become more widespread, that significant experience has been gained in participating in collective endeavors."
- "Now that the friends…stand ready to embark on an intensive program, they will be challenged to set in motion a pattern of activity which integrates individual initiative and community endeavor."

It is only through collective action that expansion and consolidation will occur on a large scale

Fundamental Concepts Learning to Administer Growth

Purpose

"Structures for administering intensive growth are already appearing in certain advanced clusters... to coordinate the multiplication and deployment of human resources"

Fundamental Concepts
Learning to Administer Growth

Two Principal Elements of an Effective Scheme of Coordination

- Institute Coordinator – Multiplication of study circle, children's classes & Jr. youth groups
- Cluster Level Committee with a capable secretary – promoting devotional meetings, systematic home visits, hold reflection meetings, collecting statistics, encourage 19 Day Feast, strengthening LSA

With the help of

Auxiliary Board members & their assistants

Fundamental Concepts Learning to Administer Growth

Areas of Concern

- Activities are synchronized effectively
- Timing and type of activities
- Auxiliary Board members' multifaceted involvement and support
- Full-time worker
- Financial flow and need in clusters
- Re-engineering and develop national financial system, efficiency, transparency & accountability
- Flow of information in form of statistics

Fundamental Concepts
Learning to Administer Growth

New National Structures to Support Expansion & Consolidation

- "Administrative needs base on one level below"
- "Clusters have become a new arena of activities"
- "Many decisions having to do with expansion & consolidation of the Faith are now made at that level"
- "Assume increasing responsibility for the promotion of the Faith within their regions"
- "Assembly must guard against over-administration"

Fundamental Concepts Learning to Administer Growth

New National Structures to Support Expansion & Consolidation

- "Administrative work to be performed in order to coordinate & assist the work of expansion & consolidation"
- "Commitment to establishing sound IPG… should provide the basis for addressing the many questions associated with the necessary adjustment of your administrative and financial affairs to meet the challenges of massive expansion"

Fundamental Concepts
Learning to Administer Growth

New National Structures to Support Expansion & Consolidation

"With learning about the nature of growth unfolding so rapidly at the grassroots, program related to the expansion and consolidation of the Faith can best be managed at the regional or cluster level to ensure they evolve in accordance with practical experience. The efforts of national agencies should be examined to determine whether they overlap with the responsibilities granted to agencies at those levels."

Fundamental Concepts Learning to Administer Growth

New National Structures to Support Expansion & Consolidation

"When redundancies occur, the program of national agencies may need to be modified significantly, or perhaps be eliminated altogether, so as to avoid creating confusions, diffusing focus, or dividing participation among an arrange of programs, which, no matter how valuable in themselves, would end up at cross purposes, competing for the limited time and energies of the believers."

Fundamental Concepts Learning to Plan and to Mobilize

Planning & Will of God

- Planning process “at its core it is a spiritual process in which communities and institutions strive to align their pursuits with the Will of God.”
- “Unlike His Major Plan, which works mysteriously, God’s Minor Plan is clearly delineated, operates according to orderly and well-known processes, and has been given to us to execute.”

Fundamental Concepts Learning to Plan and to Mobilize

Plan Embedded in the Level Above It

- The House of Justice
  - Sets forth global aim with a framework
- National Spiritual Assembly
  - Overall vision of the tasks
  - Defines the areas of action to be pursued.
- Regional
  - Define priority
  - Sets objectives
- Cluster
  - Specific goals
  - Methods used

Fundamental Concepts Learning to Plan and to Mobilize

Planning in Manageable Scale

- Cluster have become a new arena of activities
- Institute enhances capacity of believers
- Promote expansion & consolidation
- Capable to launch intensive program of growth
- With a sense of ownership
- Many decisions having to do with expansion and consolidation are now made at that level

Central to the success of such plan is, of course, the question of human resources

Fundamental Concepts Learning to Plan and to Mobilize

Training Institute – Most Potent Instrument for Mobilization

- "Training courses… constitute the most effective means to mobilize on the scale required."
- "Training programs constitute a most potent instrument for the accomplishment of such a vast mobilization"

Fundamental Concepts Learning to Plan and to Mobilize

Responsibility of Institution to Deploy Human Resources

"As the believers advance through the sequence of courses and their skills and abilities are enhanced, the responsibility will then fall on you... to see that their energies and talents are channeled in some form of active service to the Faith"

Fundamental Concepts Learning to Plan and to Mobilize

Institution to Capitalize

- Maintain clarity of vision
- Cultivate an atmosphere of love
- Encourage one another
- Assist them in the field of action
- Maintain enthusiasm
- Help the friends to set goals

Fundamental Concepts Learning to Plan and to Mobilize

Reflection Meeting – Instrument to Mobilize

- Raise awareness of possibilities
- Generate enthusiasm
- Free from demands of formal decision-making
- Reflect on experience gained
- Share insights
- Explore approaches
- Acquire a better understanding of how each can contribute to achieving the aim of the Plan

Such interaction leads to consensus on a set of short-term goals, both individual and collective.

Fundamental Concepts Learning to Plan and to Mobilize

Ratification by Local Assemblies

- “the planning process called for during Five Year Plan, with its emphasis on the development of small geographic areas, allows for a great deal of flexibility.
- “Discussions should not become bogged down by undue concern for procedural issues, but should focus on what can be achieved and on the joy of witnessing the fruits of hard work and diligent effort.”

Two Significant Milestones

Never before have the means for establishing a pattern of activity that places equal emphasis on the twin processes of expansion and consolidation been better understood.

- House of Justice, 2005 Dec 27

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Two Significant Milestones

1. The nature of the process of the growth

- HR required in different level of capacity to sustain growth
- HR must come from formal training program
- HR are deployed based on POA focusing on cluster development

Two Significant Milestones

2. The shift in culture during the process

- Learning in action as Mode of operation
- Study the guidance
- Consult on the best alternatives
- Step into the field of action
- Reflect on experiences to improve understanding & adjust efforts

Two Significant Milestones

"It is this culture of learning , the most noteworthy development of the decade, for it will ensure that the Baha'i community can continually adapt its actions to the organic needs of the Faith and to the circumstances of an ever-changing society"

Individual with a New Mind

- Clarity in vision, understand conceptual framework
- Focus one single aim
- Value process & necessity of systematic planning & action
- Set priority in life
- Not measured by old mode of thinking, habits of thought & modes of expression change
- Learning in action as a mode of operation
- Recognize one's identity, realizing duel transformations
- Free from dichotomy deception
- Methodical in thinking & always contribute to unity of thought and action
- Take ownership, dominant passion is teaching
- Engage, accompany & empower others on the path of service

The Movement of Humanity Toward Bahá’u’lláh